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ABSTRACT

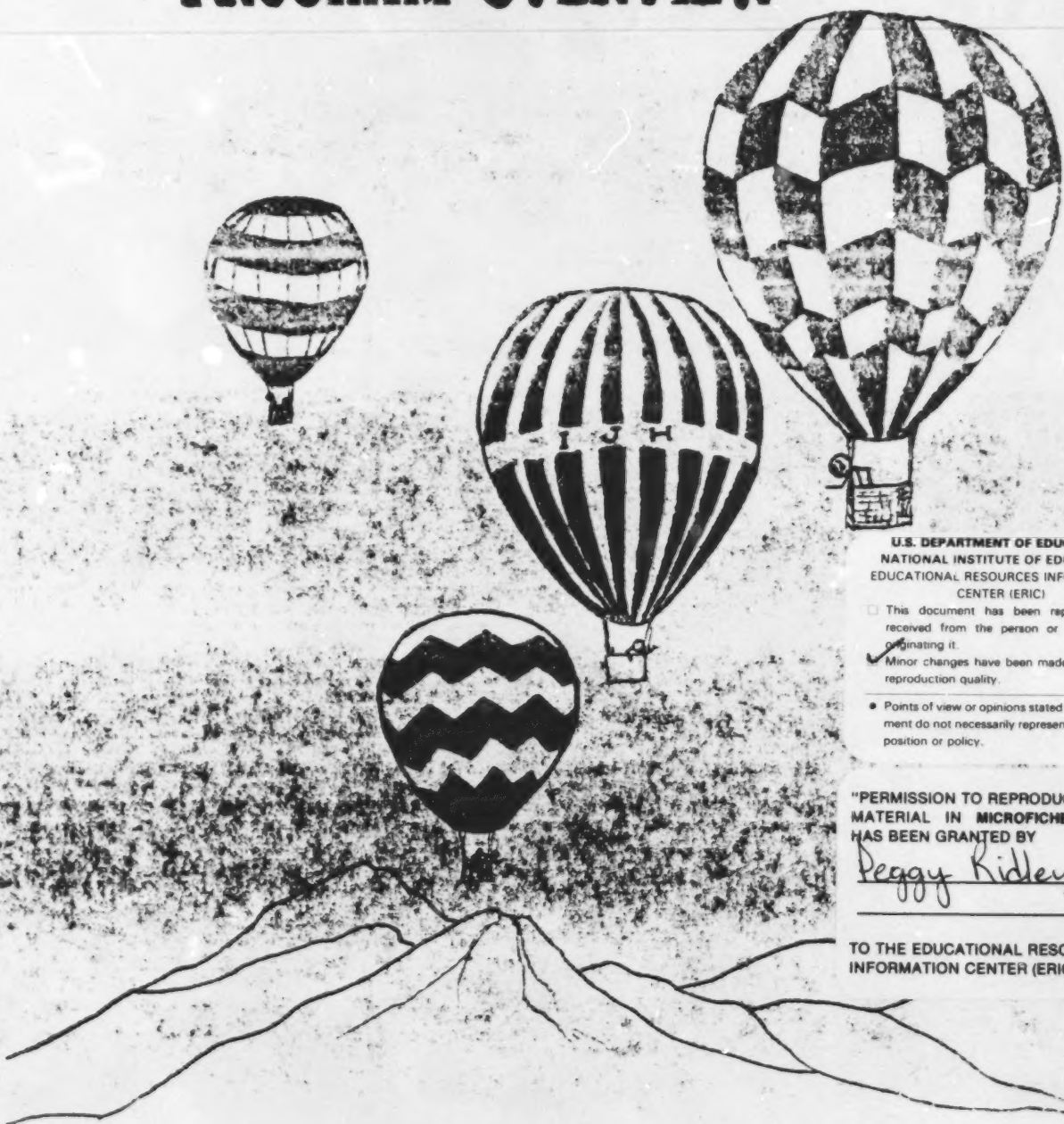
Management of the California Demonstration Program in Reading, a project designed to give educationally disadvantaged students at the junior high and middle school level a second chance to learn basic reading and math skills, is described. Material is divided into 18 sections covering program goals, instructional strategies, personnel, environment, management, orientation, testing, contracts, folders, student point system, silent reading, book reports, evaluation, rewards, materials, instructional resources, and tips on launching a reading program. Copies of program materials, such as student contracts, evaluation forms, and student records are provided where applicable. (LP)

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CALIFORNIA DEMONSTRATION PROGRAM IN READING

PROGRAM OVERVIEW

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Imperial Junior High School
Ontario-Montclair School District
Ontario, California

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CALIFORNIA DEMONSTRATION PROGRAM
IN READING

Project Leaderprint
Imperial Junior High School
Ontario-Montclair School District

PROGRAM OVERVIEW

Independent Individualized Instruction

Written by
Peg Ridley
1982

Illustrations by
Alice Adix

TABLE OF CONTENTS

OVERVIEW	5
GOALS	6
INSTRUCTIONAL STRATEGIES	7
PERSONNEL	8
ENVIRONMENT	11
MANAGEMENT	12
ORIENTATION	14
TESTING	15
CONTRACTS	16
FOLDERS	25
POINT SYSTEM	26
SILENT READING	27
BOOK REPORT	28
EVALUATION	29
REWARDS/AWARDS	30
MATERIALS	32
SUGGESTED INSTRUCTIONAL RESOURCES	33
LAUNCH A READING PROGRAM/A LOW COST APPROACH TO THE CONTRACT SYSTEM . .	39
THE CART APPROACH/MINI CONTRACT	41
OTHER PUBLICATIONS	47
CAREER EDUCATION	49
LOW COST IDEAS	51
ENRICHMENT CONTRACT	53

OVERVIEW

Project Leaderprint, a Reading Center at Imperial Junior High School in the Ontario-Montclair School District, is one of the California Demonstration Programs in Reading and Mathematics. The primary purpose of these State-funded programs is to give educationally disadvantaged students a second chance to learn basic skills. The programs are limited to middle and junior high schools in order to stress proficiency in reading and/or mathematics for students in seventh, eighth, and ninth grades. Since their inception in 1969, students enrolled in these programs have increased their skills 2 or 3 times expected growth. Stringent evaluations documenting progress are the key to continued funding.

The twenty-four programs are ranked using a cost effectiveness formula which compares the percent of increase in achievement for each percent increase in cost. Funding is withdrawn from the least cost effective schools each year. For six years the Imperial program has effectively maintained high increases in achievement while minimizing expenditures.

A major consideration in the evaluation of all programs are their efforts in the dissemination of information to interested professionals, the demonstration of ideas in workshops, conferences, inservices, and the replication of these ideas at other sites. The Demonstration Programs serve as a model from which other schools can adapt or adopt materials and ideas to meet the special needs of their own situations. This handbook is part of Project Leaderprint's efforts in dissemination. It is intended to give an overview of the program management system and suggest ways in which this program can be modified to fit other programs.

GOALS

The initial population served by the Imperial Junior High School Reading Center reflected the low income and unemployment of the neighborhood. Teachers noted that students were highly transient, often truant, and evidenced low self esteem. Of 350 incoming students, 40% tested below the fourth grade reading level. The Reading Center's goal was intensive instruction in reading for low achieving pupils.

The project began in midyear 1975 and replicated parts of existing programs at Santa Fe Middle School of Monrovia and DeAnza Junior High School of Ontario-Montclair School District. Students enter the program as seventh graders and continue with the program as eighth graders. Every two years a new group of seventh graders begins a new cycle.

The major continuing goals of the Reading Center are to improve student reading and increase student self esteem while remaining cost effective.

The yearly objectives are:

- To increase reading achievement of each student at least 1.3 months for each month of instruction, as measured by a standardized test (Comprehensive Test of Basic Skills, McGraw Hill).
- To increase the self concept of each student as measured by a standardized test (Self-Concept Semantic Differential, Schwartz & Tangri, 1965).

The reading achievement gains have been consistently met and have surpassed program objectives. Reading scores indicate an average of 2.0 months

growth per month of instruction for the past six years.

<u>Yearly Growth</u>			
<u>Year</u>	<u>Grade</u>	<u>Mean Grade Equivalent Pre/Post</u>	<u>Month Growth Per Month of Instruction</u>
1980-81	7	5.7 - 7.4	2.4
1979-80	8	6.6 - 7.7	1.6
1978-79	7	5.9 - 7.5	2.2
1977-78	8	5.6 - 7.4	2.5
1976-77	7	5.7 - 7.6	2.7
1975-76	8	7.8 - 9.0	1.7

Increased self concept has been recorded each year. Student responses to an eleven category questionnaire show positive changes in how they feel about themselves, school, and reading. Attitudes and behavior change as students experience daily success in the Reading Center.

Each year 25-50 students with low self esteem are recommended by teachers to receive additional attention. These students are interviewed by our program evaluator and changes in their self worth are reported.



INSTRUCTIONAL STRATEGIES

These goals are met by providing:

- A program designed to meet the needs of all students at remedial, developmental, or enrichment levels.
- Individualized instruction and learning through the use of a contract system.
- Immediate instructional assistance through a low teacher pupil ratio.
- An environment which supports students and promotes learning.
- A variety of high-interest, multisensory materials.



PERSONNEL

The Reading Center personnel consists of 10 teachers, 4 aides, a project director, and a project secretary.

Project Director

The project director coordinates and supervises all components of the program. She is directly responsible to the principal of Imperial Junior High School. The responsibilities include establishing and maintaining a supportive environment, coordinating testing, developing materials, inservice and workshops, teacher/aide training and staff supervision, conferences, evaluation, and auditing the cost effective aspects of the program.

Project Secretary

The project secretary's responsibilities include maintaining all project records, keeping project accounts, typing reports, correspondence, and requisitions. She works directly with the project director and possesses the skills to work harmoniously with students, staff, parents, educators, and visitors. The position combines the responsibility of a receptionist, typist clerk, and school secretary.

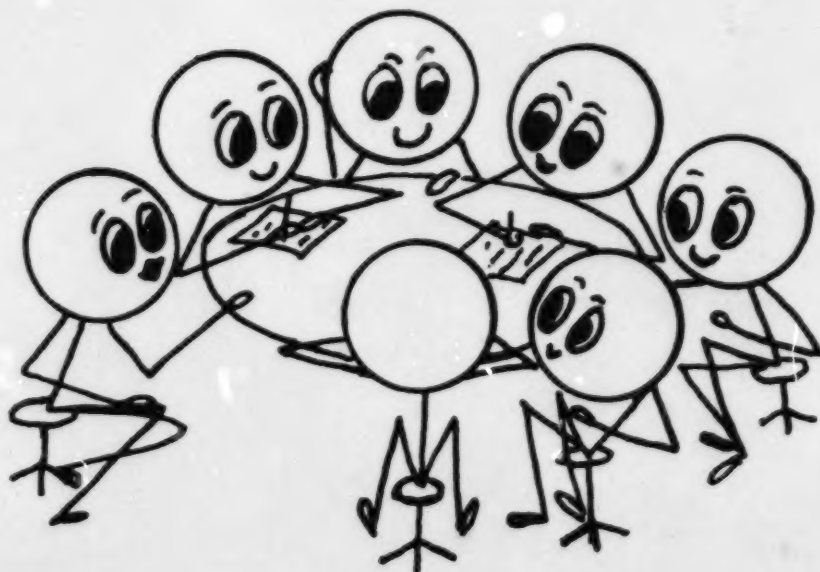
Project Reading Teachers

A unique component of Imperial Junior High School Reading Center is the use of the content area teachers to teach reading in the Center. In this way teachers from a diverse range of curricular areas including English, math, P. E., chorus, and social studies work in the Reading Center. The Reading Center is assigned as part of their regular work schedule. A teacher's assignment might be three classes of English, one of social studies, and one period of Reading Center. As many as ten different teachers work in the Center throughout the day.

All of the participating teachers responsibilities are to maintain a supportive environment which emphasizes academic and personal growth for each student. They test students, write contracts, orient students, demonstrate the use of equipment, correct papers, and evaluate students. They also participate in program development, inservice training, supervision of aides, and demonstration and dissemination activities at conferences and workshops.

Project Instructional Aides

The project instructional aides assist the project director and reading teachers as assigned. They work directly with teachers in guiding students daily work, reinforcing reading skills, and demonstrating the use of Center materials. Aides relate in a positive manner to all students helping them on a one-to-one and small group tutorial bases.



ENVIRONMENT

Physically, the Reading Center is four contiguous rooms open to each other in a large square. The atmosphere is relaxed and open. There are round tables, comfortable chairs, and a carpeted floor. Plants decorate each room. Bulletin boards and posters add colorful emphasis on learning to read, reading to learn, and reading for life.

Psychologically, the atmosphere of the Reading Center is a supportive environment. Teachers and aides show an interest in students and the individualized approach increases student self-esteem.

Academically, the Reading Center offers each student an opportunity to improve his/her reading level. For many students it is a last chance to learn to read before the heavy emphasis in high school on content area reading. Low readers receive tutoring and individual support, advanced readers work on special projects, and all readers improve basic reading skills. All students become independent workers. They learn how to be self-starters and to work toward individual goals at their own pace.

Socially, groups of friends sit together, compete, share, and encourage each other. This heterogeneous mix of high and low readers, all working on different materials, demonstrates that improving reading skills is important for everyone.

Yearly surveys ask students to evaluate the Reading Center. Their comments reflect that they feel the Center is a supportive environment.

"They just care -- they take the time to help you."

"They help me and understand the way I feel."

"When they tell you work they explain why you should do it."

MANAGEMENT

All students at the school are served by the Reading Center. By creating equal numbers of reading and English classes you can achieve a teacher-student ratio of one to twenty. This is done by assigning forty students to the English classes. This class is split twenty/twenty but half of the students come to Reading Center and half remain in English during each cycle.

Master Schedule

School Enrollment	640
Pupils Per Grade	320
Number of Reading Classes	16
Number of English Classes	16
Teacher/Student Ratio	1-20

Per. 1	Per. 2	Per. 3	Per. 4	Per. 5	Per. 6
E	E	E	E	E	E
E	E	E	E	E	E
E		E	E		E

R	R	R	R	R	R
R	R	R	R	R	R
R		R	R		R

Students rotate in and out of the Center on a four to five week basis. They are in the Reading Center for one session each quarter, four sessions a year, for a total of approximately ninety days. This equals a half year in reading and a half year in English. The following school calendar illustrates how these sessions alternate attendance in the Reading Center.

School Calendar
1981-82
English/Reading Center
Rotation Schedule

School Month	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
I September																				
October																				
II October																				
November																				
III November	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	1	2	3	4
December																				
IV December	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	1
January											V	V	V	H	H	V	V	V	H	H
V January																				
VI February	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26
VII March	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26
VIII March	29	30	31	1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23
April						V	V	V	V	H										
IX April	26	27	28	29	30															
May																				
X May	24	25	26	27	28	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18
June						H	H												V	V
TOTALS																				

□ Session 1

■ Session 2

Total number of days in the Reading Center - Session 1 - 87 days
Session 2 - 89 days

ORIENTATION

On the first day in the Reading Center students receive inservice. The philosophy of the Reading Center is shared. The purpose of improving reading and increasing self esteem is explained and made meaningful to the students at this time.

Teachers explain the contract, point system, silent reading, and all aspects of the program. They demonstrate the use of several machines. They help students locate materials, and they establish the ground rules for the Center's operation.



TESTING

The state mandates that all Demonstration Programs test students with the CTBS (Comprehensive Test of Basic Skills) in October, and again in May. This gives a uniform base for cross comparison of project reading growth.

If a student enrolls after the designated testing period is completed the test is administered individually at a convenient time.

If additional information is needed various other diagnostic tests can be administered. Though more time consuming, they give a more accurate assessment of student needs. Possible diagnostic tools include the Stanford Diagnostic Test, Classroom Reading Inventory, or Silvorali.



CONTRACTS

The test information is utilized to place the student on a contract. Each teacher has a master contract which serves as a placement guide. The reading level of all materials has been determined by 1) the teacher's guide of the publisher, 2) use of a readability scale, or 3) teacher usage and assessment. Time, effort, and energy is saved by utilizing the placement guide.

The two contracts on the following pages are the master contracts used when assigning materials to students. Each student is given a contract written at his/her reading level. The numbers 1-14 along the line "Completed Lessons" represent the grade levels of reading materials. The suggested reading for all materials is given in the columns.

The average time given a student to complete a contract is 20-25 days. This corresponds to his/her English/Reading Center rotation sessions. Each student is expected to earn 10 points per day. The number of points for each assignment is listed under "Points Per Lesson." Students are usually assigned no more than four lessons in the same material at the same level per contract. Students are given materials at higher levels of difficulty on subsequent contracts.

Five minutes before the end of the class period a teacher blinks the lights. This is a signal to the student to replace materials and clean up. The lessons are recorded as they are completed and the teacher records the points on the student contracts each day at this time. The contracts are completed when the required points have been earned in the required time and an oral book report is given.

Contract Number 1 - 2 - 3 - 4 - 5 - 6

IMPERIAL JUNIOR HIGH READING CENTER
SEVENTH GRADE CONTRACT

Student Name _____ Teacher Name _____

Period _____ Session _____

Number Per Contract	Instructional Materials	Points Per Lesson	Completed Lessons											
	<u>AUDIO:</u>		2	3	4	5	6	7	8	9	10	11	12	
	Listen & Think, C-D-DA-E	5			C	D	DA	E						
	Sports	5	✓	✓	✓									
	Clue, 1-2-3-4-5	5	1	2	3	4	5	5						
	Super Think	5				✓	✓	✓						
	Maps	10			✓	✓	✓							
	Guidebook to Better Reading	10												
	<u>WORD ATTACK:</u>													
	Audio Reading Progress, 7-8	10				7	7	7	8	8	8			
	Reach	10	✓	✓	✓									
	Missing Vowels 3 for	5									✓	✓	✓	
	<u>VOCABULARY:</u>													
	Wordcraft, 1A-1B-1C-2D-2E-3F-3G	10			1A	1B	1C	2D	2E	3F	3G			
	3-Star, 4-5-6 (Start on Pg.)	10			✓	✓	✓							
	3-Star, 7-8-9 (Start on Pg.)	10						✓	✓	✓				
	Vocabu-lit	15						✓	✓	✓				
	Vocabulab	10						✓	✓	✓	✓	✓	✓	✓
	Skillbooster, D-E-F 20 Ans.	5			D	E	F							
	Words, Words	5					✓	✓	✓					
	World of Vocabulary, A-1-2-3-4	10	A	A	1	2	3	4						
	<u>STUDY SKILLS:</u>													
	Reference, DDD-EEE-FFF-GGG-HHH-III 2 for	15			DDD	EEE	FFF	GGG	HHH	III				
	Social Studies, DD-EE-FF-GG-HH-II 2 for	15			DD	EE	FF	GG	HH	II				
	Science, D-E-F-G-H-I 2 for	15			D	E	F	G	H	I				
	Using Maps, Charts & Graphs	5			C	D	E	F						
	Test Taking Techniques	10									✓	✓	✓	✓
	Listening & Notemaking Skills	10									✓	✓	✓	✓
	<u>COMPREHENSION RATE:</u>													
	Controlled Reader,													
	Mat., B-C-D-E-F-G-H-I	10	B	C	D	E	F	G	H	I				
	Dev., B-C-D-E-F-G-H-I-J-K-L-M	10	B	C	D	E	F	G	H	I	J	K	L	M
	O.R.A., I-II-III	10						1	1	2	3			
	Developing Reading Efficiency,													
	Series III-IV-V-VI-VII-VIII	5			3	3	4	4	5	5/6	5/6	5/6	5/6	8

Number Per Contract	Instructional Materials	Points Per Lesson	Completed Lessons											
	<u>COMPREHENSION:</u>													
	Specific Skills		2	3	4	5	6	7	8	9	10	11	12	
	Detecting Sequence - 10 units	5	AB	C	D	E	F	G	H	I	J	K	L	
	Drawing Conclusions - 3 units	5												
	Following Directions - 5 units	5												
	Getting The Facts - 2 units	5												
	Getting The Main Idea - 3 units	5												
	Locating The Answer - 2 units	5												
	Using The Context - 1 unit	5		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Working With Sounds - 2 units	5												
	R.F.U. 2-3-General, #	2 for	5		1	4	10	14	19	27	35	43	49	64
	Action Unit, 1-2-3	5	✓	✓	✓									
	Double Action Unit, 1-2	10		✓	✓									
	Reader's Digest, 1-2-3	5						1	2	3				
	Real Stories	5	A	A-B	B-1	1-2	2							
	Go Series, AA-BA-CA-DA-EA-FA	10	CA	CA	DA	EA	FA							
	Magnificent Myths	5					✓	✓	✓	✓				
	McCall Crabbs, A-B-C-D-E	2 for	5	A	A	B	C	C	D	E	E			
	S.R.A. Power Builder, 3a-4a	10												
	S.R.A. Rate, 3a-4a	2 for	5											
	We Are Black	5		1	2	3	4	5	6					
	Adventures In Flight	5					✓	✓	✓	✓				
	Adventures In Mystery	5					✓	✓	✓	✓				
	Adventures In Science Fiction	5					✓	✓	✓	✓				
	Tales From Shakespeare	5					✓	✓	✓	✓				
	Tales Of King Arthur	5					✓	✓	✓	✓				
	Tales Of Robin Hood	5					✓	✓	✓	✓				
	Independent Reading Skills A	10/20						✓	✓	✓	✓	✓		
	Reader's Digest Top Picks	5					3.5	✓	✓	✓	✓	✓		
	Reading Skill Cards, A-B-C-D-E-F-G	2 for	5	A	B	C	D	E	F	G	H			
	Legends For Everyone	5						✓	✓	✓	✓			
	Stranger Than Fiction	5	✓	✓										
	Spotlight On Literature, 1-2-3-4-5-6	5			1/2	3/4	3/4	4/5	5	6				
	Star Wars													
	Comprehension, 1-2	10			✓	✓	✓							
	Study Skills	10			✓	✓	✓							
	Word Study	10			✓	✓	✓							

Number Per Contract	Instructional Materials	Points Per Lesson	Completed Lessons											
	<u>CAREER EDUCATION:</u>													
	Self Awareness:		2	3	4	5	6	7	8	9	10	11	12	
	All About You, Record Sheet 1	10					✓	✓	✓	✓				
	S.R.A. Guidance Series	10							✓	✓	✓	✓	✓	
	Career Awareness:													
	Education: Who Needs It?	5	✓	✓	✓									
	Scott Career Awareness													
	Satisfying Basic Needs	5			✓	✓	✓							
	Work & The Family	5			✓	✓	✓							
	The Community	5			✓	✓	✓							
	The Value Of Things	5			✓	✓	✓							
	Rich & Poor	5			✓	✓	✓							
	Ways Of Working	5			✓	✓	✓							
	What Do You Want To Be?	5			✓	✓	✓							
	Living In The World Of Work	5			✓	✓	✓							
	This I Can Be (2 questions from Checking Progress)	5		✓	✓	✓								
	People And Me (2 questions from Checking Progress)	5					✓	✓	✓					
	Introduction to Careers:													
	Keys	5	✓	✓	✓									
	Career Discoveries	10						✓	✓	✓				
	Early Career Books	10		✓	✓	✓	✓							
	I Want To Be	10		✓	✓	✓	✓							
	<u>MISCELLANEOUS:</u>													
	Student Assistant													
	Tutoring													

	Points	
<u>RECREATIONAL READING:</u>		
Silent Reading	5	
Oral Book Report	20	Title:
		Date Approved:

CONTRACT COMPLETION:

_____ Days	_____ Skill Points
_____ +20	Oral Book Report
_____ TOTAL POINTS	

DAILY RECORD

[illegible]

Contract Completion Award _____

Contract Number 1 - 2 - 3 - 4 - 5 - 6

IMPERIAL JUNIOR HIGH READING CENTER
EIGHTH GRADE CONTRACT

Student Name _____ Teacher Name _____

Period _____ Session _____

Number Per Contract	Instructional Materials	Points Per Lesson	Completed Lessons											
	<u>AUDIO:</u>		2	3	4	5	6	7	8	9	10	11	12	
	Listen & Think, C-D-DA-E	5			C	D	DA	E						
	Sports	5	✓	✓	✓									
	Clue, 1-2-3-4-5	5	1	2	3	4	5	5						
	Jabberwocky	10					✓	✓	✓	✓	✓	✓	✓	
	Ancient Greece	10							✓	✓	✓			
	Super Think	5				✓	✓	✓						
	Library Skill Box	5							✓	✓	✓	✓	✓	
	Maps	10			✓	✓	✓							
	Guidebook To Better Reading	10												
	<u>WORD ATTACK:</u>													
	Audio Reading Progress, 7-8	10					7	7	7	8	8	8		
	Word Squares 3 for	5								✓	✓	✓	✓	
	<u>VOCABULARY:</u>													
	3-Star, 4-5-6 (Start on Pg.)	10			✓	✓	✓							
	3-Star, 7-8-9 (Start on Pg.)	10						✓	✓	✓				
	4-Star, A-B-C-D (Start on Pg.)	10								✓	✓	✓	✓	
	Vocabu-lit	15						✓	✓	✓				
	Word-Pak	20									✓	✓	✓	
	Vocabulab	10						✓	✓	✓	✓	✓	✓	
	SkillBooster D - Building Life Skills	10			✓	✓	✓	✓						
	Words, Words	5			✓	✓	✓	✓	✓					
	World of Vocabulary, A-1-2-3-4	10	A	A	1	2	3	4						
	<u>STUDY SKILLS:</u>													
	Reference, DDD-EEE-FFF-GGG-HHH-III 2 for	15			DDD	EEE	FFF	GGG	HHH	III				
	Social Studies, DD-EE-FF-GG-HH-II 2 for	15			DD	EE	FF	GG	HH	II				
	Science, D-E-F-G-H-I 2 for	15			D	E	F	G	H	I				
	Using Maps, Charts & Graphs	5			✓	✓	✓	✓	✓					
	Test Taking Techniques	10								✓	✓	✓	✓	
	Listening & Notemaking Skills	10								✓	✓	✓	✓	
	<u>COMPREHENSION RATE:</u>													
	Controlled Reader,													
	Mat., B-C-D-E-F-G-H-I	10	B	C	D	E	F	G	H	I				
	Dev., B-C-D-E-F-G-H-I-J-K-L-II	10	B	C	D	E	F	G	H	I	J	K		
	O.R.A., I-II-III	10						I		2	3			
	Developing Reading Efficiency,													
	Series III-IV-V-VI-VII-VIII	5			3	3	4	4	5	3/4	6/7	7/8		

Number Per Contract	Instructional Materials	Points Per Lesson	Completed Lessons
	<u>COMPREHENSION:</u>		
	Specific Skills		2 3 4 5 6 7 8 9 10 11 12
	Detecting Sequence - 10 units	5	A B C D D E F G H I J K L
	Drawing Conclusions - 3 units	5	(((((((((((((
	Following Directions - 5 units	5	(((((((((((((
	Getting The Facts - 2 units	5	(((((((((((((
	Getting The Main Idea - 3 units	5	(((((((((((((
	Locating The Answer - 2 units	5	(((((((((((((
	Using The Context - 1 unit	5	(((((((((((((
	Working With Sounds - 2 units	5	(((((((((((((
	Multiple Skills - Midway units	5	A B C D E F
	Reading Ads units	5	(((((ADV 1-4 - - -
	Reading Homonyms units	5	(((((1-13 - - -
	Reading Schedules units	5	(((((1-4 - - -
	Syllabication units	5	(((((1-3 - - -
	Table Of Contents units	5	(((((- - - - -
	Understanding Questions units	5	(((((- - - - -
	Using An Index units	5	(((((- - - - -
	Word Relationships units	5	BASIC EXERCISE ADV >
	R.F.U. 2-3-General, # 2 for	5	1 4 10 14 19 27 35 43 49 64
	Action Unit, 1-2-3	5	1 2 3
	Double Action Unit, 1-2	10	1 2
	Reader's Digest, 1-2-3	5	1 2 3
	Real Stories	5	A B C 1-2 2
	Go Series, AA-BA-CA-DA-EA-FA	10	AA CA DA EA FA
	Magnificent Myths	5	(((((((((((((
	McCall Crabbs, A-B-C-D-E 2 for	5	A A B C C D E E
	Native Voices	10	(((((((((((((
	S.R.A. Power Builder, 3a-4a SEE CHART BELOW	10	
	S.R.A. Rate, 3a-4a 2 for	5	
	Awareness Read Along	10	(((((((((((((
	History of America	20	(((((((((((((
	How America Began	5	1 2 3 4 5 6
	Independent Reading Skills B	10/20	(((((((((((((
	Insights About America	5	(((((((((((((
	Reader's Digest Top Picks	5	(((((((((((((
	Myths & Folktales	5	(((((((((((((
	Spotlight On Literature, 1-2-3-4-5-6	5	1/2 3/4 5/6 7/8 9/10 9/10
	Star Wars		
	Comprehension, 1-2	10	45 (((((((((((((
	Study Skills	10	45 (((((((((((((
	Word Study	10	45 (((((((((((((
	Topics For The Restless	15	
	Scope Reading Skills		
	Chillers And Thrillers	5	(((((((((((((
	Fantastic Facts 2 for	5	(((((((((((((
	Driving	5	(((((((((((((
	Sprint	5	(((((((((((((
	Reading Skill Cards, A-B-C-D-E-F-G 2 for	5	A B C D E F G

SRA
3A

9.5	BLUE	7.0	GOLD
4.0	PURPLE	8.0	BROWN
4.5	VIOLET	9.0	TAN
5.0	ROSE	10.0	LIME
6.0	ORANGE	11.0	GREEN

SRA
4A

8.0	ORANGE	12.0	TAN
9.0	OLIVE	13.0	AQUA
10.0	BLUE	14.0	PURPLE
11.0	RED		

8th

Number Per Contract	Instructional Materials	Points Per Lesson	Completed Lessons											
	<u>CAREER EDUCATION:</u>													
	Specific Job Study:		2	3	4	5	6	7	8	9	10	11	12	
	Dimensions	5	1/2	3	4	5	6	7	8					
	Careers Reading, A-B-C	10			A	B	C							
	Widening Occupational Roles	10			✓	✓	✓							
	S.R.A. Occupational Brief	10						✓	✓					
	Occupational Exploration Kit	10								✓	✓	✓	✓	
	Bowmar - A Direction For Tomorrow	10				✓	✓	✓	✓	✓	✓	✓	✓	
	Coronet	10							✓	✓	✓			
	Eye Gate	10					✓	✓	✓	✓	✓	✓	✓	
	Career Opportunities	10							✓	✓	✓	✓	✓	
	Career Kit	10								✓	✓	✓	✓	
	Careers In The Arts	10						✓	✓	✓	✓	✓	✓	
	SVE Exploring Others	10						✓	✓	✓	✓	✓	✓	
	Career Books:													
	S.R.A. Job Family	10							✓	✓	✓			
	Jobs In	10			✓	✓	✓							
	Career Skills:													
	Choosing & Getting A Job	5			✓	✓	✓	✓						
	The Job Hunt	10							✓	✓	✓	✓	✓	
	Career Exploration & Planning, Chapter & Workbook Chapter	20									✓	✓	✓	
	Activities For Succeeding In The World Of Work	5/10									✓	✓	✓	
	Consumer & The Marketplace	5								✓	✓	✓	✓	
	How To Get That Job	5			✓	✓	✓	✓						
	<u>MISCELLANEOUS:</u>													
	Student Assistant													
	Tutoring													

8th

	Points	
<u>RECREATIONAL READING:</u>		
Silent Reading	5	
Oral Book Report	20	Title:
		Date Approved:

CONTRACT COMPLETION:

_____ Days _____ Skill Points
 _____ +20 _____ Oral Book Report
 _____ TOTAL POINTS

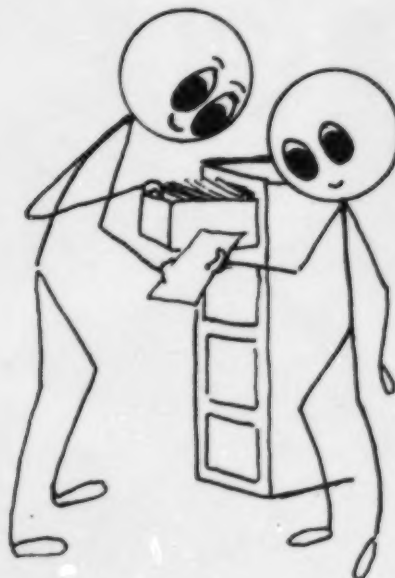
DAILY RECORD

Date	M	T	W	Th	F	Week	Total Points Accumulated	Total Days

Contract Completion Award _____

FOLDERS

Contracts are placed in individual pocketed folders labeled with student's name, class period, and teacher's name. When the student comes to the Center her/she locates his/her own folder, decides the assignment he/she wants to work on that day, locates the materials, and sets to work. Often students are already at work before the tardy bell rings. Silent reading books, uncompleted answer sheets, and other record sheets can all be kept neatly in the folders. Folders are collected at the end of each period and kept in the Reading Center, eliminating lost, stolen, or strayed contracts.



POINT SYSTEM

The Reading Center staff emphasizes a positive approach to learning. Students receive points for completing assigned materials. The points system is based on the length of time it takes an average student to complete a lesson. For example, lessons which take half the period (15-25 minutes) to complete are assigned 5 points. Lessons which take more time (40-50 minutes) to complete are assigned 10 points. Students are given 5 points for silent reading and eighth graders assigned to act as teacher's aide receive 5 points. A completed oral book report is worth 20 points.

Eighty percent accuracy on all materials is required before work is recorded. Students have one chance to correct errors. If the material is still incorrect, teacher or aide then assist the student with the concept and an informal on-the-spot tutoring occurs.



SILENT READING

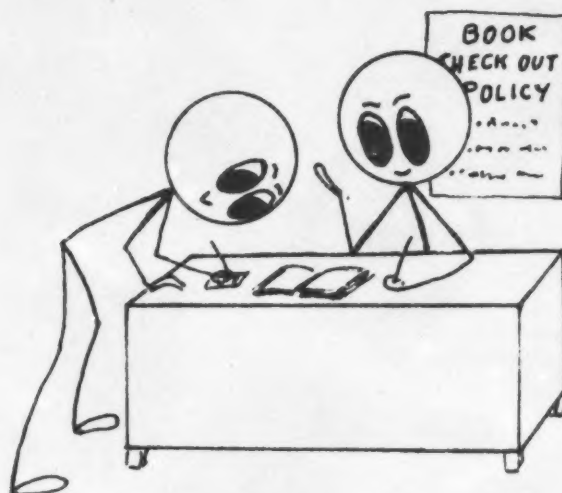
The Reading Center encourages students to learn to read for pleasure. In order to provide a time, place, and model for this behavior, everyone in the Reading Center, teachers, aides, students, secretary, and director all read for twenty minutes at the beginning of each period every Tuesday and Thursday.

This Uninterrupted Sustained Silent Reading (U.S.S.R.) allows students to complete the necessary reading for an oral book report and hopefully builds the habit of reading.

Each classroom has its own bookcase with shelves filled with popular teen classics. There are many paperback books, a few hardcover books, and some easy readers.

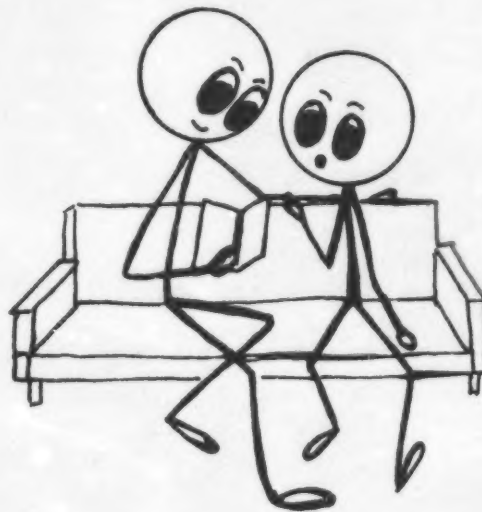
Books may be checked out from the project secretary and students follow the same lending requirements as used by the school and public libraries.

Of course, students may also bring books from home or the library, subject to teacher approval of their appropriate reading level and content. Teachers record the name of the book on the contract, check for appropriate reading level, and encourage students to check out books to read at home and to complete the book in the required time.



ORAL BOOK REPORT

When the student has completed reading his/her book he/she is ready for the oral book report. The teacher or aide takes a few minutes to sit down with the student and talk about the book. Depending on the student's interest and abilities, the teacher may ask questions about the title, characters, major events, plot, climax, and outcome. Because the report is given on a one-to-one basis, the student and teacher can enjoy a brief exchange away from the bustle of class and share in the enjoyment of reading.



EVALUATION

A student who is improving in his/her reading is not burdened with the pressure of a grade in the Reading Center. An evaluation of the student's learning and behavioral progress increases the student motivation and self respect. An evaluation rewards a student on his own achievement record. The student's English teacher assigns a grade for his/her class work and an evaluation is attached to the report card by the student's Reading Center teacher. The following sample evaluation shows how students, parents, and teachers are informed about student work habits and attitudes.

IMPERIAL READING CENTER STUDENT EVALUATION					
Student's Name _____			Period _____		
Teacher _____			Grade _____		
Code For Evaluation:					
1 - Excellent		4 - Below Average		Y - Yes	
2 - Above Average		5 - Unacceptable		N - No	
3 - Average					
<u>BEHAVIORAL OBJECTIVES</u>					
	QUARTER	1	2	3	4
1. Tries to succeed.					
2. Works quietly.					
3. Acts cooperatively.					
4. Uses materials and equipment responsibly.					
5. Exhibits consideration for others.					
<u>LEARNING OBJECTIVES</u>					
1. Completes assignments.					
2. Points needed to complete contract.					
3. Points earned.					
4. Completed assigned book report.					
5. Completed contract. (10 points per day plus book report)					
Reading Level: Pre-Test (Oct.) _____ Post-Test (May) _____					
Comments:					
- 29 -					

REWARDS/AWARDS

The Reading Center teachers use a variety of techniques to praise students and encourage students to read. The greatest motivator, however, is student daily success in assigned work and the ongoing evidence of growth reflected on the contract.

Paperback Books

When the contract is completed (skill points and oral book report points equal a completed contract) students are given a free paperback book of their choice. Each student is working at his/her ability level to compete for these awards.

Honor Board

Students write their names and the names of the books they read on a token and staple it to our Honor Board. The attention-getting Honor Board may start as a bare tree and as each token goes up we see a tree leaf out or flowers bloom in a garden, or hot air balloons fill the sky.

Goody Notices

These positive notes are sent home whenever a teacher feels the student worked especially hard, gained extra points, or has shown improved behavior or attitude. This is also an excellent public relations idea to keep parents informed of student progress.

Prize Books

Top readers of the year receive a paperback book prize of That's Incredible, Guinness Book of Records, or other current teen favorites.

In the past students who completed three out of four contracts were eligible to see a popular movie in the auditorium at the end of each semester.

These students were excused from regular class attendance to see such classic films as "Other Side of the Mountain" and "Where the Red Fern Grows."

Trophies

At the end of the year three major trophies are given out at the school awards ceremony. These are for "Most Improved Reader - 7th Grade, " "Most Improved Reader - 8th Grade," and "Outstanding Improvement in Reading for 2 Years." In addition, 32 smaller trophies are awarded to the student in each class who has shown the most improvement in attitude or behavior. This award is given at the discretion of the individual teacher and is designed to reward those students who deserve recognition but may not demonstrate tested academic growth.



MATERIALS

The Reading Center has a wide variety of high interest, multisensory materials to meet the individual needs of students. The selection includes filmstrips, tapes, read-a-long series, controlled readers, workbooks, worksheets, reading kits, and paperback books.

Reading is a prerequisite to success in all classes so the materials span the content areas of science, history, art, music, study skills, sports, geography, careers, specific reading skills, and literature. In this way the curriculum is diversified while building basic skills.

The materials on the following pages are listed alphabetically within each skill area and include the publisher for reference. Refer to the contract placement guides on pages 17 to 24 for the reading level of each material.

SUGGESTED INSTRUCTIONAL RESOURCES

Instructional Materials

Publisher

VISUAL PERCEPTION:

Aero Learning Lab
Eye Gate
Flash-X
Tach-X B - M

Aero Educational Products
Gateway House
Educational Developmental Laboratories
Educational Developmental Laboratories

AUDIO:

Clue 1 - 5
Jabberwocky
Library Skill Box
Listen & Think C, D, DA, E
Maps
Myths & Legends of Ancient Greece
Sports Series
Super Think

Educational Progress Corporation
Cassette Classic
Troll Associates
Educational Developmental Laboratories
Hampden Publications, Inc.
Troll Associates
Troll Associates
Troll Associates

WORD ATTACK:

Audio Reading Progress Lab 7 - 8
Aud-X BA - DEFA
Missing Vowels
Reach
Word Squares

Educational Progress Corporation
Educational Developmental Laboratories
Curriculum Associates
Individualized Instruction, Inc.
Curriculum Associates

VOCABULARY:

3-Star Spelling & Vocabulary Enrichment
4, 5, 6
3-Star Spelling & Vocabulary Enrichment
7, 8, 9
4-Star Word Power 9, 10, 11, 12
Skillbooster D - F
Skillbooster - Building Life Skills D - F
Vocabulab 3
Vocabu-Lit
Wordcraft 1 - 3
Word-Pak
Words, Words
World of Vocabulary A-1-2-3-4

Markhart Educational Services
Markhart Educational Services
Markhart Educational Services
Modern Curriculum Press
Modern Curriculum Press
Science Research Associates
Perfection Form Company
Communacad
Perfection Form Company
Troll Associates
Learning Trends/Globe Book Company

STUDY SKILLS:

Educational Developmental Laboratories,
Reference DDD - III
Social Studies DD - II
Science D - I
Listening & Notemaking Skills
Skillbooster - Using Maps, Charts & Graphs
Test Taking Techniques

McGraw-Hill, Inc.

Educational Activities, Inc.
Modern Curriculum Press
Educational Activities, Inc.

Instructional Materials

Publisher

COMPREHENSION RATE:

Developing Reading Efficiency
Developmental Controlled Reader B - M
Mature Controlled Reader B - I
Optimum Reading Achievement I - III

Burgess Publishing Co.
McGraw-Hill, Inc.
McGraw-Hill, Inc.
Psychotechnics, Inc.

COMPREHENSION:

Action Unit 1 - 3
Awareness Read-Along - Presidents
Dimensions, How America Began
Dimensions, We Are Black
Double Action Unit 1, 2
Getting Into Literature
 Adventures In Flight
 Adventures In Mystery
 Adventures In Science Fiction
 Tales Of King Arthur
 Tales Of Robin Hood
 Tales Of Shakespeare
Go Series
History Of America
Independent Reading Skills A - B
Insights About America
Legends For Everyone
McCall-Crabbs A - E
Magnificent Myths
Milestones In Art/Music
Myths & Folktales
Native Voices
Pal Paperback Library
Reader's Digest 1 - 3
Reader's Digest Top Picks
Reading For Understanding - 2-3/General
Reading Skill Cards A - G
Real Stories
Reluctant Reader Library A & B
SRA Reading 3A & 4A
Scope Reading Skills
 Chillers & Thrillers
 Driving
 Fantastic Facts
 Sprint
Specific Skills
 Context A - L
 Detecting The Sequence A - L
 Drawing Conclusions A - L
 Following Directions A - L
 Getting The Facts A - L
 Locating The Answer A - L
 Main Idea A - L
 Multiple Skills - Midway A - F
 Reading Ads A - F, Adv. I - IV

Scholastic Book Services
Davco Publishers
Science Research Associates
Science Research Associates
Scholastic Book Services
Educational Insights, Inc.

Educational Developmental Laboratories
Pendulum Press, Inc.
Educational Progress
Educational Insights, Inc.
Learning Trends/Globe Book Company
Teacher's College Press
Globe Book Company, Inc.
Educational Insights
Globe Book Company, Inc.
Globe Book Company, Inc.
Xerox
Reader's Digest
Reader's Digest
Science Research Associates, Inc.
McGraw-Hill Book Company
Globe Book Company, Inc.
Scholastic Magazines
Science Research Associates, Inc.
Scholastic Book Services

Barnell Loft, Ltd.

Instructional Materials

Publisher

COMPREHENSION continued

Reading Homonyms A - F, Adv. I	
Reading Schedules A - F, Adv I - Iv	
Syllabication A - F, Adv. I - III	
Table of Contents A - F, Adv.	
Understanding Questions A - F, Adv.	
Using An Index C - F, Adv.	
Word Relationships Basic, Inter., Adv.	
Working With Sounds A - L	
Spotlight On Literature	Random House
Star Wars	Random House
Comprehension	
Study Skills	
Word Attack	
Stranger Than Fiction	Learning Trends/Globe Book Company
Topics For The Restless	Jamestown Publishers

CAREER EDUCATION:

Activities For Succeeding In The World of Work	McKnight Publishing Company
All About You	Science Research Associates
Career Awareness Program	Scott Education Division
Living In A World Of Work	
Rich And Poor: Ways Of Living	
Satisfying Basic Needs	
The Community And How It Functions	
The Value Of Things	
Ways Of Working	
What Of Working	
What Do You Want To Be?	
Work And The Family	
Career Brief	Careers
Business	
Health	
Industrial	
Science	
Career Discoveries Series	Guidance Associates
Better Choices, Better Chance:	
Selecting A High School Program	
Career Direction: High School As Tryout	
Paycheck	
People Who Create Art	
People Who Help Others	
People Who Influence Others	
People Who Organize Facts	
People Who Work In Science	
Career Education And Planning	Houghton-Mifflin Company
Career Exploration And Planning	Houghton-Mifflin Company
Career Games Laboratory	Educational Progress Corporation
Career Opportunities Series	Houghton-Mifflin Company
English	
Foreign Language	

Instructional Materials

Publisher

CAREER EDUCATION continued

Mathematics
Science
Social Science
Career World
Careers: A Supplemental Reading
Program A - C
Careers In The Arts
Art
Dance
Drama
Opera
Choosing And Getting A Job
Consumer And The Marketplace
Coronet Series
Business Filing
Business Organization
Consumer At Large
Jobs In Data Processing
Jobs In Health
Jobs In Printing
Selecting A Vocation
Worker's Series
Desk Top Career Briefs
Desk Top Career Summaries
Dimensions In Reading
Direction For Tomorrow
An Age Of Electronics
Cabbages To Kings And Various Things
Compassion For People
How To Get A Job
Jobs For The Now Generation
Man Has Wings
Money Tree
Nation's Builders
Early Career Books
Education: Who Needs It? 1 - 2
Exploring Careers - Group 4 & 7
Guidance Series
Industry In 20th Century America
Information Kit
Introduction To Economics
Job Family Series
Job Hunt
Jobs In
Keys: Career Exploration
Medical Services In Community
Occupational Awareness Mini-Briefs
Agriculture
Art
Business I - II
English I - II
Foreign Language
Home Economics I - II

Curriculum Innovations

Harcourt Brace Jonovich
Chevron

Coronet Multimedia Program
Pendulum Press, Inc.
Coronet Multimedia Program

Careers
Careers
Science Research Associates
Bowmar

Lerner Publications Company
Counselor Film, Inc.
S.V.E. Educational Filmstrips
Science Research Associates
S.V.E. Educational Filmstrips
Science Research Associates
Eye Gate
Science Research Associates
Coronet Multimedia Program
Lee & Shepard Company
Science Research Associates
Eye Gate
Occupational Awareness

Instructional Materials

Publisher

CAREER EDUCATION continued

Industrial I - II
Math I - II
Music
Physical Education
Science I - II
Social Studies I - II
Occupational Briefs
Occupational Exploration Kit
People and Me
Real World Books
Services Of Community
This I Can Be
View: Vital Information For
Education and Work
Widening Occupational Roles
Workers Of Community

Science Research Associates
Science Research Associates
Benefic Press
Lerner Publications Company
Eye Gate
Benefic Press

San Bernardino County Schools Office
Science Research Associates
Eye Gate

LAUNCH A READING PROGRAM

A LOW COST APPROACH TO THE CONTRACT SYSTEM

THE CART APPROACH/MINI CONTRACT

If you want to spark student interest in reading, promote specific skill development, increase vocabulary and improve comprehension, but you have limited resources, you can still set up a program and afford materials by trying the Cart Approach system.

The "cart approach" is an individualized, ungraded reading program. This low cost, but effective approach, is simply the rolling of a cart from room to room on a daily rotation basis. The cart contains pre-selected developmental materials for all readers. Examples of these materials may be seen in our Mini-Contract. Any group of interested teachers can implement a reading program in this manner.

In 1974, the faculty at Imperial Junior High totally agreed that every student would benefit from a reading program. They concurred that reading proficiency is a prerequisite for student performance in all content areas. By utilizing funds from the English department budget, teachers were able to initiate the "cart approach." This method was used for a year and a half.

As a consequence of the success of that program, possible funding sources were investigated. This allowed development of the initial program into Project Leaderprint and our Demonstration Program status.

The dream of setting up a reading program in which students work individually to develop their skills is a possibility for you. Here is what you need to do:

1. Inventory all available material in the school.

Check into your cupboards, ask for donations from other teachers of materials long forgotten. Check out your school library. Investigate your district or county offices for materials that can be loaned.

Dig out those unused or half-used materials. Old RFU readers, vocabulary builders, easy readers, and skill builders are useful. Get them all together and you'll be surprised at what you already have.

2. Diversify your selection.

You don't want to be working on only vocabulary. That's boring and tedious and dull. The idea of a contract is for variety, freedom of choice, and a different pace. Diversify your material according to type--not all worksheets, not just textbooks, not all workbooks. Whenever possible pick high interest materials in content and in visual appeal.

3. Divide material according to instructive area.

Be sure as far as is possible that your material represents each of the basic reading skills: word attack, vocabulary, study skills, comprehension, and rate. Reading isn't improved just by hammering on vocabulary development. It's a blending of all these skills.

4. Determine readability level of materials.

Suggested reading level can be found in most teacher's guides, by using a readability scale, and from your own analysis through use of a material. The publishers level is a little higher than real experiences prove. You'll need a range from low reader 2.0 to high 10.0 or above. But remember that a student can learn from material written below their reading level but cannot learn at all from material above their level. It only leads to frustration and failure. Few of us read at our highest test level on a daily basis.

5. Decide on your point system.

Determine how many days you are willing to give to a contract system.

One day a week--one week a quarter? This will make a change of pace for you and your students. Decide if you want to set up a system just for your room, or whether you want to start a cart approach system and share this idea with your department or a few interested teachers.

Assign each material on a 5 and 10-point basis for quick and easy recording.

6. Write your contracts.

On the following page is our suggested mini-contract to launch an individualized reading program. Keep your recording simple and fast and it will prove effective.

- a. Student's name, teacher, period.
- b. Number of times you want to assign a material. We usually assign no more than 4 lessons of the same material at the same level per contract.
- c. A variety of instructional materials.
- d. The point system you decide on.
- e. A place for listing completed lessons.
- f. A daily record sheet.

7. Test students and determine placement levels.

Choose whatever testing you want to do, diagnostic or achievement scores, your own assessment, or any test to indicate student reading level. Devise a placement guide. Endless hours can be saved by developing your own placement guide. Use this guide for writing all contracts. See the placement guide for our mini contract.

8. Variations - meeting individual school needs.

There are some variations available to you in this concept. We have increased the content areas represented. These contracts can

be adapted to other materials. All topics and interests can include reading. Instead of just literature and English grammar materials, we have career awareness materials--a high interest topic, sports information, history, music, and art information to broaden student awareness that you learn to read, read to learn, and read for life. The entire program can also be adapted as a science cart or a social studies cart, or a career awareness cart, whatever suits your needs and your student's needs.

The next page illustrates how a mini-contract could be set up. Following the mini-contract is a sample placement guide showing recommended reading level assignment for the various materials.

CALIFORNIA DEMONSTRATION PROGRAM IN READING
IMPERIAL JUNIOR HIGH READING CENTER
CART APPROACH SYSTEM
MINI CONTRACT

Student Name _____ Teacher Name _____
Period _____

Number Per Column	Instructional Materials	Points Per Lesson	Completed Lessons
	Sports		
	Clue		
	3-Star Vocabulary		
	Specific Skills:		
	Context		
	Getting the Facts		
	Drawing Conclusions		
	Main Idea		
	Following Directions		
	Detecting the Sequence		
	Locating the Answer		
	Working with Sounds		
	Reading Skill Cards		
	McCall Crabbs		
	R. F. U.		
	Go		
	Silent Reading		
	Oral Book Report		

CONTRACT COMPLETION:

_____ Days
_____ Points

DAILY RECORD

Date	M	T	W	Th	F	Week	Cum Total	Total Days

Student Selected Book _____

Contract Completion Award _____

CALIFORNIA DEMONSTRATION PROGRAM IN READING

IMPERIAL JUNIOR HIGH READING CENTER

CART APPROACH SYSTEM

MINI CONTRACT

Student Name _____ Teacher Name _____

Period _____

Number Per Column	Instructional Materials	Points Per Lesson	2	3	4	5	6	7	8	9	10	11	12
			Completed Lessons										
	Sports		✓	✓	✓								
	Clue		1	2	3	4	5	5					
	3-Star Vocabulary				✓	✓	✓	✓	✓	✓			
	Specific Skills:												
	Context		B	C	D	D	E	F	G				
	Getting the Facts		?	?	?	?	?	?	?				
	Drawing Conclusions		?	?	?	?	?	?	?				
	Main Idea		?	?	?	?	?	?	?				
	Following Directions		?	?	?	?	?	?	?				
	Detecting the Sequence		?	?	?	?	?	?	?				
	Locating the Answer		?	?	?	?	?	?	?				
	Working with Sounds		?	?	?	?	?	?	?				
	Reading Skill Cards		A	B	C	D	E	F	G	H			
	McCall Crabbs		A	A	B	C	C	D	E	E	F		
	R. F. U.			1	4	10	14	19	27	35	43	49	64
	Go		B	A	C	A	D	A	E	A	F		
	Silent Reading												
	Oral Book Report												

CONTRACT COMPLETION:

_____ Days
_____ Points

DAILY RECORD

Date	M	T	W	Th	F	Week	Cum Total	Total Days

Student Selected Book _____

Contract Completion Award _____

OTHER PUBLICATIONS

CAREER EDUCATION

A unique component of the Reading Center is the career education material. It adds a new dimension to the contract. In the Reading Center career education is infused as part of each student's individual reading contract. The career materials are appropriate to each student's reading level and range from film-strips to hardback texts. Seventh graders use reading skills to become aware of their interests, abilities, preferences and jobs and services available to them within the community. Eighth graders are involved in a variety of reading, writing and audio-visual lessons in the areas of specific job studies and career skills. The focus of the eighth grade contract is for students to learn the educational requirements for jobs of their choice and realize the connection between what they are studying in school and their career goals. While students are learning the basic skills they are also involved in becoming aware of their own interests and abilities and exploring possible job futures.

A separate booklet entitled, "Career Education Individualized Reading Program," contains an in depth explanation of the career program and has an annotated bibliography listing all our career materials. These descriptions include a description of the materials, use, adaption to classroom use, reading level and publisher.

A chart in the "Career Education Individualized Reading Program" cross references materials by career objectives and reading skills.

Imperial Junior High School also offers students career classes. Every spring eighth graders also participate in a Career Day. Qualified people from a variety of job clusters meet in informal sessions with students to discuss the realities of the work world.

The career education component helps to build positive attitudes towards ones self and all fields of work. An additional benefit of the career materials is they stress the need for education and make clear the correlation between school skills and future employment. Students realize that this work is preparing them for future work responsibilities.



LOW COST IDEAS

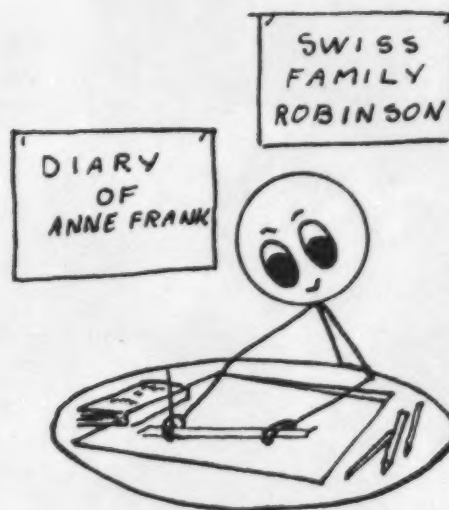
In our separate booklet, "Low Cost Ideas," we share cost effective suggestions for the classroom. In twenty-five illustrated entries we show how to save time, energy, and money. These labor saving ideas are available upon request.



ENRICHMENT CONTRACT FOR THE
ABOVE-AVERAGE READER

What do you do with a student reading above grade level in the 10.0 to 13.6 range? Our Enrichment Contract discusses three contract choices that have students choosing among speaking, doing, and writing activities. Students combine skills development with creative activities. Students choose from high level, high interest books recommended for high school or college prep students.

A copy of the Enrichment Contract for the Above-Average Reader is available upon request.



RISING TO HIGHER GOALS



A STATE DEMONSTRATION
PROGRAM

Imperial Junior High
Reading Center

714-983-6590

SERVICES AVAILABLE

- ☐ INSERVICE
☐ DEMONSTRATION
☐ DISSEMINATION OF MATERIALS

MATERIALS AVAILABLE

- ☐ OVERVIEW
☐ LOW COST IDEAS
☐ CONTRACTS
☐ CONTRACTS FOR THE ABOVE-AVERAGE READER
☐ CAREER STUDIES

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

SCHOOL DISTRICT _____

SCHOOL PHONE NO. () _____

51



Student scores reflect the success of this program. Since 1975, student progress has shown an average growth of 1.5 months or better for every month of instruction.

As a California Demonstration Program we are committed to sharing our ideas and helping you achieve this success.

We offer demonstration inservices and materials free upon request. Inservice may be held at the Imperial site or at your school site.

Visitors are always welcome!

A SUCCESSFUL INDIVIDUALIZED READING PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS



CALIFORNIA DEMONSTRATION PROGRAM IN READING

Imperial Junior High School
Project Leaderprint
714-983-6590

BEST COPY AVAILABLE

52

BASIC GOALS

For Students

- * to improve reading skills
- * to improve self concept

For Staff

- * to provide individualized instruction
- * to promote reading in content areas

As A Program

- * to share the most cost effective idea with other professionals
- * to help interested teachers and schools implement the program

All students attend the Reading Center. Heterogeneous grouping of students permits improvement of reading skills and fosters student responsibility for learning.

READING CENTER INCLUDES

- * a supportive environment
- * individualized, ungraded contracts
- * a wide range of high interest multisensory materials

SPECIAL FEATURES

- * individualized tutoring
- * instructional assistance
- * incentives and rewards
- * enrichment program for high level readers
- * career awareness component
- * speed reading course

STAMP

PEG RIDLEY
PROJECT SPECIALIST
IMPERIAL JUNIOR HIGH SCHOOL
ONTARIO-MONTCLAIR SCHOOL DISTRICT
1450 EAST "G" STREET
ONTARIO, CALIFORNIA 91764

RETURN ADDRESS